Chapter 4 - Education

Education System

The education system in Marshall Islands is comprised of the following four levels:

- Pre-school for children in the age group 3-5. This is through a network of Head Start Program centers and a few public and private kindergarten programs. There are 49 Head Start Centers and 16 schools with Kindergarten programs, 3 public and 13 private.
- Compulsory Primary Education for ages 6-14 through public and private schools. Number of Elementary / Primary Schools is 100, 75 public and 25 private.
- Secondary education covers the ages of 15-18 through public and private schools. There are 4 public high schools and 13 private high schools.
- Post Secondary education and training are conducted primarily through the College of Marshall Islands (CMI) and USP-CMI Joint Education Program.

Most of the private schools are affiliated with different churches. The detailed account of schools by area and management including the number of teachers, students by male and female, teacher-student ratios, for the past several years is presented in relevant tables under this chapter.

Status of the Pre-School, Elementary, Secondary Education and Post- Secondary Education

I. Pre-School Education

1. Head Start Program

This comprehensive early childhood development program has been in operation since in 1976 (except in 1993-94, when it was discontinued for a year due to financial constraints) in the Marshall Islands with financial assistance from the US Federal Government. During fiscal year 2002-03, total for the program expenditure was \$3,131,136. The overall goal and objective of the Head Start is to increase the social competence of young children particularly those from low income families. The students enrolled under this program are entitled to benefits of a comprehensive health insurance scheme, regular medical examinations, free refreshment, lunch while in school and school bus service to school. The Head Start Centers are spread all over the country and one feature of this program is that its coverage in outer islands is better than in the urban areas of Majuro and Ebeye. All concerned have recognized the positive impact of the Program through early childhood intervention. In order to make the best possible utilization of the existing facilities sufficient for enrolment for about 1,200 children, the administration made a decision to first admit all five-year old children, followed by four year olds and lastly three year olds. Out of 1,260 pre-school children, enrolled in the year 2002-03, the number of 5 year, 4 year and 3- year old children was thus 889, 324 and 47 respectively. The total coverage of children in the program was only 29.3 percent in these age groups.

The government has fixed a target of a 5 percent annual increase in enrollments under Head Start. However, there was only an increase of 1.5 percent in the enrolments for the school year 2002-03.

2. Kindergarten Programs

Three public elementary schools Longar (Arno), Ebeye and Ollet (Maloelap) enroll 3-5 year old children for preschool education. There are thirteen private schools with similar programs and all are located in the urban areas of Majuro and Kwajalein/Ebeye.

The total number of kindergarten students was 115 and 342 in both public and private schools during 2002-03. The total number of pre-school children, both under Head Start and Kindergarten in the school year 2002-03, was 1,717. The overall coverage for pre-school education was 39.9

percent of the eligible population. This coverage could be enhanced considerably if all existing public and private elementary schools could add classes for kindergartens and an expansion of the Head Start Program.

II. Elementary/ Primary Education

Elementary education is compulsory and there are nominal registration fees in schools run by the government. The private schools charge a tuition fee. Where available, books are made available to all students free of charge by the government. There were 8,166 students comprised of 4,317 boys and 3,849 girls in 75 public schools. The number of students in private schools was 2,806, consisting of 1,360 boys and 1,446 girls. Girls out numbered boys in private schools but overall, the total number of boys is much higher than girls in primary schools. The enrolment in all public and private schools in 2002-03 in grade one was 1,504 students against an estimated number of over 2,000 children eligible for admission. This estimate is based on the crude birth rate of 41.8 per thousand of population (1999 Census). On that assumption, approximately 2,200 births are taking place every year. It is feared that a large number of children are not admitted into the schools or there is some problem with the education statistics. There are fluctuations in the yearly series of enrollments of students by grade in recorded statistics and that is surely an indication that there are some mistakes in enumeration for school enrollments even if the database from education ministry is comparatively better than most other ministries and agencies. Plausible reasons for low enrollment could also be due to emigration and the declining fertility rate. But when all these factors are taken into account, it appears that a large number of parents are not sending their children to schools. The problem of dropouts leaving school even without completing elementary education, is a matter of deep concern. The dropout rate was 23 percent for males and 18 percent for the females in 2003 from grade 1 to grade 8. It may be noted that the dropout rates have remained consistently higher among males than females.

III. Secondary Education

Secondary education is also free in schools run by the government. The total number of male and female students in all the four public high schools in 2002-03 was 720 and 725, respectively. The number of male and female students in 13 private schools was 827 and 880, respectively. Private schools play a significant role in the provision of Secondary School Education. The number of female students is higher than male students for both private and public schools. The gross enrollment ratio is improving a bit, yet it was still as low as 51.9 in the year 2002-03. The problem is aggravated due to continuing high dropout rates at this level of education. The percentage of students in Grade 9, who did not complete the Grade 12, was 42.4% in year 2002-03. The dropout of female students was 43.3 % while it was 38.7 % for male students in 2002-03, thus a reversal of the trend in dropout rates from the primary level to secondary level. This is perhaps due to the practice of early marriage and teen-age pregnancies, forcing female students to abandon their studies.

Standard of Education

There is national system of examinations at the school level and students are usually promoted to the next grade at the end of the school year. The Pacific Islands Literacy levels (PILL) test which has been conducted every year except in the years 2000 and 2001, by the South Pacific Board for Educational Assessment (SPBEA) after 4 years of formal schooling indicates that though there is significant improvement in knowledge of the students in English and Marshallese but in Numeracy, the level is still declining. Overall, Marshall Islands is among lowest rankings for education in the pacific region.

In 2002, the percentage of students considered 'At Risk' from the PILL tests had increased from 51% in 1994 to 73% in 2002. The performance of students of the private schools, however, has been much better. The percentage of students in private schools 'At Risk' in Numeracy was 50% as compared to 80% students of public schools. Female students performed better than males in all three subjects. Under an Asian Development Bank funded a basic education project, where national evaluation tests were developed and field-tested and it was recommended to carry out these standardized achievement tests for the 4th, 6th and 8th grades from the year 2000. The Ministry of Education is still in the process of making a final decision on the implementation of these standardized national tests.

Teacher student Ratios

Elementary Schools

This ratio provides an indication concerning the potential quality of education. The lower number of students per teacher means more focused attention by the teacher. Twenty students per teacher per class/grade could be considered very good. There were less than 20 students per teacher both in public and private elementary schools in Marshall Islands. But in this country, because of isolated and thinly populated islands/islets all schools have multi-grade classes (8 grades in Elementary Schools), the number of students in a majority of schools varies from 5-50. The number of teachers in such schools varies from 1-5. To teach one grade only at one time is not possible. In such schools, students of 3-4 grades are combined in one class and a teacher has to resort to multi-grade teaching. To teach students of different levels is not only difficult but it also takes a great deal of time and places demands on quality teaching. In such an environment, the potential for students to become careless increases and can aggravate school dropout statistics. The problem, therefore, needs some type of solution.

Elementary schools on Majuro face the problem of inadequate number of class- rooms. To tide over this problem, some of the schools have two shifts but then the each shift is of only four and a half hours long as compared to six hours for schools in single shifts.

Secondary Schools

Since, the number of secondary schools is limited and they are serving larger areas, the numbers of students at the individual secondary schools is relatively high. These schools did not face a problem of inadequate number of teachers as far as numerical strength of teachers was concerned. The student teacher ratio both in public and private high schools was quite satisfactory as it worked out to 17 and 15 students for the public and private schools respectively. The number of teachers in both in public and private schools has been on increase in recent years. The problem of qualified teachers, particularly in mathematics, science and language continues to remain serious in these schools.

Qualified Teachers

In general teachers are not very well qualified. Nearly half of the teachers have a high school diploma as their highest education qualification. Very few teachers have a teaching certificate/diploma. Moreover, there is an acute shortage of teachers to teach English, Mathematics and Science. The shortage of such teachers has been alleviated to some degree by employing foreign teachers in the last two years.

Inadequate Class Room Capacity

The acute shortage of class- room space in the public high schools has been a problem for many years. In view of this, admissions to Secondary schools are restricted to around only 500 students. An entrance exam is administered every year for admission to the 9th Grade and only first 500 or

so students, in order of merit, are admitted to the public secondary schools. Last year, out of 1,327 students who sought admission to the 9th Grade, only the first 545 were declared eligible. The importance of the private secondary schools can thus be seen in this situation.

University of South Pacific

Established in 1968, the University of the South Pacific (USP) is a regional university with 12 member countries across the Pacific region. USP has three campuses (Suva, Fiji; Port Vila, Vanuatu; and Apia, Samoa) and 14 USP Centers in the Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Nuie, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu. Each Campus and Center house satellite dishes, technology and infrastructure needed to deliver distance education programming to disparate populations over a large geographical area.

The Government of the Republic of the Marshall Islands became a full member of the University in 1990. The USP Marshall Islands Center was established in 1993. The Minister in Assistance sits on the University Council (Board of Regents). The Center Director reports directly to the Vice-Chancellor through the Director of Distance and Flexible Learning based in Fiji, who manages and supports University Centers in the region. The Center Advisory Committee, currently chaired by the Minister in Assistance, comprises members of the education and general community

Service Area and levels of Service

The USP Center in Marshall Islands provides degree, diploma (AS degrees), vocational certificates and post-graduate programs through both distance education (DEL) and on site (face-to-face) courses to all eligible students throughout the Marshall Islands. Since January 2000, Majuro students have had access to face-to-face instruction from lecturers and instructors via live video through USPNET, the communications network of the University.

In 2004, 150 students were enrolled at the USP Center in the following levels and programs:

Continuing Education Certificate Programs:

Early Childhood Education (24),

Disabilities Studies (1)

Community Workers Certificate (5)

Vocational Certificate Programs:

Law (7),

Library and Information Studies (4)

Foundation Certificates

Science (3)

Social Science (3)

Degree Level Certificate Programs:

Management Studies (12),

Youth in Development (1)

Computing Studies (1)

Geographical Information Systems (7)

Degree Level Diploma Programs:

Early Childhood Education (20),

Management and Public Administration (12),

Educational Administration (1),

Accounting (4)

Diploma in Geographical Information Systems (1)

Diploma in Library Information Studies (3)

Baccalaureate Programs:

LL.B (Law) (8),

BD Early Childhood Education (12),

B.ED Primary (4)

B.ED Secondary (2)

BA Education (1)

BA Economics (1)

BA Sociology (1)

BA History Politics (1)

BA Population Studies and Demography (1)

BA Accounting (1)

BA Business Studies (1)

Postgraduate Programs:

Post Graduate Diploma in Legal Drafting (2)

M.ED (8)

MASTER OF LAWS (1)

Graduates

In 2004, graduates are expected from the following USP programs:

Certificate in Early Childhood Education (10), Certificate in Management (3), Certificate in Law (3), Certificate in Library and Information Studies (2), Certificate in Geographical Information Systems (3), Diploma in Early Childhood Education (4), Diploma in Management (2), BA Geography Education (1), BA Management and Public Administration (2) and LLB (1).

RMI-USP Joint Education Program

The RMI-USP Joint Education Program was established at the request of the RMI government in 1996 to prepare indigenous Marshallese students for the vigorous demands of tertiary education. As a partnership in education between the Republic of the Marshall Islands and the University of the South Pacific (USP), the two-year program prepares Marshallese students for entry to tertiary (degree, diploma and certificate) studies at any university. Admission is granted into Preliminary studies to those students who have passed grade 11 with a 2.0 GPA. The USP Preliminary Program (equivalent to grade 12) provides the academic preparation for entry into the second year of the program, which comprises nine of USP Foundation courses. Students can opt for either the Science or the Social Science Streams. Students are required to take Mathematics and English and, commencing in 2005, students will be able to enroll in Information Systems and Computer Science at the Preliminary and Foundation levels. Students enrolled at RMI-USP receive the support and full involvement of a professional campus staff. The two-year program is intensive and rigorous. Between 1996 and 2003, one hundred and four students have successfully completed the Foundation Program.

To date fourteen have graduated with Diplomas or BA degrees and two students have completed Masters Degrees. Forty-four RMI-USP graduates are currently enrolled in degree-level academic programs.

College of Marshall Islands

The College of the Marshall Islands, popularly known as CMI, is an autonomous institution offering two years associate degree courses in various programs. Historically, this college came into being officially when the Board of Regents of the Community College of Micronesia (CCM) issued its charter on 10 October 1989, designating it as the College of Micronesia-Majuro.

Two years later, in January 1991, it was given its present name and was accredited by the Accrediting Commission for Community and Junior Colleges. In April 1993, the college became an independent entity with its own Board of Regents and was chartered to serve as the post-secondary institution for RMI. In 1996, a branch of the college was established at Guegeegue Island on Kwajalein Atoll, replacing an earlier extension center. Due to renovation and rebuilding, academic programs at the Kwajalein campus have been suspended and students from the Guegeegue campus are continuing their studies at the main campus at Majuro.

Courses of Studies

Prior to academic year 2002-03, there were 9 programs leading to Associate Degree of Arts/Science. These programs were: Nursing, Computer Science, Business Management, Management, Office Administration, Elementary Education, Engineering (Architecture), Accounts and Liberal arts. But due to a reorganization of programs and restructuring courses, three independent courses of Computer Science, Accounting and Business Management have been integrated into one called Business and Computer Science Associate Degree. Five Associate Degree programs, Office Administration, Management, Accounting, Computer Science and Engineering were discontinued from 2002-03. Thus the college now provides instructions in four programs, Liberal Arts, Business and Computer Science, Elementary Education, and Nursing. In addition to these accredited regular courses, CMI provides community education courses and services that respond to local needs for lifelong learning. It offers Adult and Continuing Education, which includes preparation for the General Education Development (GED) Diploma or the RMI Adult High School (AHS) Diploma. For working individuals and for those wishing to improve and enrich themselves as part of a lifelong process, community continuing education courses are arranged in the evenings and on Saturdays. CMI also runs technical training programs specifically designed to qualify students for employment in areas of critical need to the country. These programs lead to certificates in Business Studies, Accounting, Computer Science and Counseling. The students are prepared for entry-level positions in the area of business, or for those already working, their skills are upgraded.

Many of CMI's students enter the College as developmental level students, some going on to eventually achieving an Associate's degree. Most students who enter as credit level students do obtain their Associate's degree within two to four years of their initial matriculation.

C.A.R.E. Program

Community After-school Recreation and Education (C.A.R.E.) Program is a US federally funded program and has been operating since 2001 in all the 8 public elementary schools on Majuro, serving about 3,500 students.

A consortium of 29 partners composed of traditional leaders, national and local government agencies, community based organizations, businesses, non-government organizations, CMI, faith-based organizations, healthcare providers, volunteer educators and parents provide additional resources and help in various ways for the success of this community based program. The program is run in the afternoons from 3-5 PM after-school hours and on weekends and during school vacations. Through various activities, this program aims at reducing the incidence of juvenile crime, alcoholism, smoking, substance abuse, sexual promiscuity, frustration, and suicides among youth. It is also aimed at improving the education level of the students by providing extra coaching to academically weak students. Volleyball and basketball courts have been made available in all the 8 elementary schools for the program. Additionally, the libraries of the schools are being strengthened and hands-on-training with computers is arranged. The participation and involvement of teachers, parents and community has been encouraging. All

participating students are provided with snacks on weekdays. Education in Marshallese culture, national heritage, traditional outrigger canoe building, handicrafts, kitchen-gardening, nutrition, social service, sanitation, health and life skills are a part of the activities under this program.

The following amount was received from the US Department of Education during the last three years for this program:

1st Year: \$914,706 2nd Year: \$897,253 3rd Year: \$897,253

The number of students who have benefited during the year 2002-03 was 3,534. The program should be reviewed for its success and in case it is found to be useful and cost-effective, ways and means may be found to expand it to other schools in other areas of the country.

Services of the Foreign Volunteers

World Teach, which is based at Harvard University, Boston, has been providing the services of 27 student teachers in public schools at various locations in the RMI. The level of English for students of the schools where these volunteers worked has shown a significant improvement. Similarly, since 1998, the Japan Cooperation Volunteers have been very helpful particularly in teaching Mathematics and Science in various public and private schools. In addition, there has been a program with Dartmouth University, which has supplied an additional eight student teachers a year for the last three years. An Australian Volunteer has been designing and developing a proper statistical database in the Ministry of Education.

National Training Council

This Council was established in 1991 under the industries development act PL-140. It is an independent government organization and comes under the ministry of education. The Council has been vested with the responsibility to provide vocational training and other training programs, to coordinate other training programs and to expand human resources development in the Republic of the Marshall Islands. The alien workers fee fund collected by the division of taxation and revenue, Ministry of Finance, is the only funding source of the Council. The budget of the Council is both indefinite and insufficient. The NTC is not properly staffed to accomplish the assigned tasks.

Main Highlights

Primary Schools

- There are 75 public schools and 25 private schools in the RMI.
- The number of teachers increased from 500 in 1990-91 to 646 in 1995-96 to 703 in 2002-03. The increase in teachers on outer islands has been significant from 234 in 1990-91 to 293 in 1995-96 to 369 in 2002-03.
- In 2002-03, the number of students both in public and private schools registered a decrease.
- Arno atoll has the largest number of public schools at 10. But Majuro had a distinction of having 11 private schools.
- The students considered 'At Risk' has decreased in all the three subject areas English, Marshallese and Numeracy from 72 %, 66 % and 75 % respectively in 1999 to 57 %, 49 % and 73 % respectively in 2003. The at risk levels, particularly in Numeracy, are still very high.
- Female students were better placed than male in all three tests at the 4th grade. The 'At risk' levels in case of males were 61.2 %, 51.8 % and 73.8 % in case of English, Marshallese and Numeracy, respectively, the corresponding percentage in case of females was comparatively less at 53.0, 45.1 and 72.6 %.
- The students from private schools faired much better than the students at the public schools. The 'At Risk' was 34 %, 44 % and 50 % in English, Marshallese and Numeracy respectively for students of private schools, whereas these percentages were as high as 64, 74 and 80 respectively in case of students of the public schools.
- The enrollment of students continued to decline in all grades in 2002-03.

High Schools

- The newly opened Laura Public High School started functioning from 2002-03, increasing the number of public high schools from 3 to 4. The number of private high schools remained the same 13.
- The number of teachers in both public and private high schools has increased from 66 and 95 respectively in 2000-01 to 95 and 115 respectively in 2002-03.
- The teacher student ratio was 14.8 in case of private schools but it was 16.6 in public schools.
- *Number of students both in public and private schools was on the increase.*
- There was not much difference in enrollment figures of males and females; the number of females however, was marginally more than boys.
- Out of 1,327 students who appeared for the high schools admission test in 2003, only 545, 264 males and 281 females could qualify.

Head Start/Kindergarten

- The enrolment of children has increased a little from 1,200 in 2000-01 to 1,212 in 2001-02, 1,241 in 2001-02 and 1,260 in 2002-03; an increase of 5 percent in three years.
- This program has a better coverage of children in rural areas than in urban. 20.4%, 32.2% and 38.1% of children aged 3-5 were enrolled under this program in Majuro, Ebeye and outer islands, respectively during 2002-03.
- Only three public elementary schools, Longer in Arno, Ollet in Maloelap and Ebeye have kindergarten programs. Four Kindergarten programs in Ebeye and 9 in Majuro were functioning in the private schools. The total number of children in kindergarten was 457.
- The overall coverage of children in age group 3-5 (pre-school) was 39.9 %.

Drop-outs from Schools

Elementary Education

- Over 20 % children leave the elementary schools before reaching the 8th grade. The dropout rate is higher amongst boys than girls.
- There is a slight improvement in the dropouts in the recent years.

High School Education

- The problem is more acute at this level of education, even if there has been some improvement lately. Overall, 38.8 % of students dropout from school before completing the 12th grade. This percentage was 38.7 % in the case of male students and 43.0 % for female students.
- Due to shortage of space in schools, admission to 9th grade is limited to available about 500 seats. In 2003, out of 1,327 students who took the High School Admission Test, only the first 545 were declared eligible for admission into the 9th grade, meaning 58.9 % were refused admission. Remaining students, whose parents can afford education in private schools, can enroll in private schools.
- If we take into consideration the problem of dropouts and refusal for admission due to inadequate classroom space, only 20 % to 24 % of the students enrolled in grade 1 were in a position to complete high school level education.

High School Entrance Test

• All the students from Likiep, Woja(A), Coop, St. Thomas, Mejatto, Enejellar, St. Paul, Woja SDA and Jabnoden Elementary schools qualified whereas not a single student from 23 elementary schools could qualify. The performance of private schools was relatively better.

RMI-USP Joint Education Program

Preliminary and Foundation Courses

- The number of students has increased from 49 in 2001 to 70 in 2002. These courses were designed for preparing the students for admission into foreign universities.
- The pass percentage has steadily increased from 51 % in 1996 to 83 % in 2002.
- 85 % of female students were successful in these courses in 2002 compared to 81 % male students during the same period.

College of the Marshall Islands

- The number of associate degree programs has been reduced from 9 to 5.
- The overall graduation rate for students entering the credit level at CMI exceeds 50%.

Scholarships

- Under the RMI Scholarship Program, those who want to pursue post secondary school studies could apply for scholarships financed out of Compact funds and RMI general funds.
- From 1988-99, 1,614 persons were awarded scholarships costing \$6,818,266 but only 245 completed their programs.
- During 2000-01, 175 persons received scholarships, 45 for studies in CMI and 130 for pursuing programs in other countries. The total amount spent was \$727,000. On this basis, average cost per scholarship is \$4,154.

• During 2002-03, the number of scholarship holders was 137, out of which the number of females was 77. Only 14received scholarships for pursuing studies in CMI and 113 scholarships were for studies in other countries.

Expenditure on Education

- Total expenditure on education during 2002-03 was approximately 19.45 million dollars or in other words 18.38 % of GDP of the RMI. In terms of per capita public expenditure on education, it was 328.4 US Dollars.
- By type of education, the highest expenditure, 42 % was on primary education followed by post secondary 25 %, pre-school 21 % and secondary 12 %.
- The expenditure on education as percent of GDP in RMI is the highest amongst all developing countries in the pacific.

Table 4.1 No. of Preschool/Kindergarten Schools by Management in Atolls: 2002-03

	Public S	chools				Private Scho	ools
Atoll	Name of	No. of S	Students		No. of S	Students	
	School	Boys	Girls	Total	Boys	Girls	Total
Arno	Longar	4	3	7			
Kwajalein	Ebeye	71	32	103			
	Calvary, Ebeye				6	10	16
	Jebro Kabua				11	11	22
	SDA, Ebeye				16	19	35
	Queen of Peace				24	24	48
	Total	75	35	110	57	64	121
Majuro							
	Assumption				20	23	43
	Calvary, Delap				3	0	3
	SDA, Delap				13	7	20
	SDA, Laura				2	3	5
	Calvary, Laura				1	1	2
	Laura, Christian				0	0	0
	Academy				3	2	5
	Majuro Coop				30	23	53
	Majuro Baptist				27	27	54
	Rita Christian				17	19	36
	Total				116	105	221
Maloelap	Ollet	1	4	5			
Grand Total		76	39	115	173	169	342

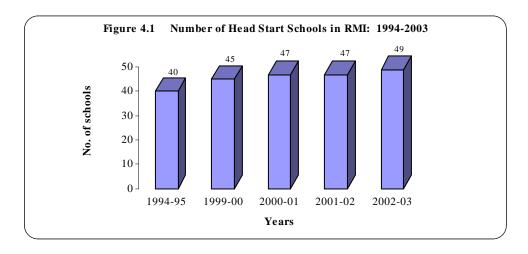
Source: Ministry of Education and Baptist School, Majuro

Table 4.2 Number of Schools and Teachers by area under Head Start Program in RMI: 1994-95 to 2002-03

Item	1994-95	1999-00	2000-01	2001-02	2002-03
Number of Schools:					
Majuro	5	6	6	6	6
Kwajalein	3	3	3	3	3
Outer Islands	32	36	38	38	40
Total	40	45	47	47	49
Number of Teachers:					
Male			50	46	48
Female			76	71	75
Total			126	117	123
No. of Students	1200	1200	1212	1241	1200
Teacher: School Ratio			2.7	2.5	2.5
Students: Teacher Ratio			9.6	10.6	9.8

... Figures not available

Source: Director Head Start Program RMI, Majuro



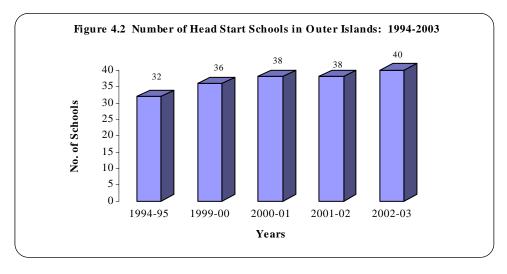


Table 4.3 Number of Students by Sex and Area under Head Start Program in RMI: 1994-95 to 2002-03

No. of		1994-95	5		1999-20	000		2000-	01		2001-	02		2002-	-03
Students	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Majuro:															
3Years	13	9	22	11	18	29	2	3	5	5	4	9	3	4	7
4 Years	67	22	129	54	57	111	38	63	101	39	47	86	38	43	81
5 Years	95	74	169	89	109	198	155	121	276	169	147	316	163	132	295
Total	175	145	320	154	184	338	195	187	382	213	198	411	204	179	383
Kwajalein:															
3 Years	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
4 Years	27	28	55	35	40	75	48	59	107	21	35	56	15	13	28
5 Years	100	105	205	107	112	219	75	62	137	118	79	197	108	121	229
Total	127	133	260	142	152	294	123	121	244	139	115	254	123	134	257
Outer Islands:															
3 Years	40	25	65	31	19	50	21	26	47	32	25	57	21	19	40
4 Years	110	105	215	96	83	179	99	119	218	108	146	254	118	97	215
5 Years	155	106	261	182	159	341	191	130	321	145	120	265	200	165	365
Total	305	236	541	309	261	570	311	275	586	285	291	576	339	281	620
Grand Total	607	514	1,121	605	597	1,202	629	583	1,212	637	604	1,241	666	594	1,260

Source: Director Head Start Program RMI, Majuro

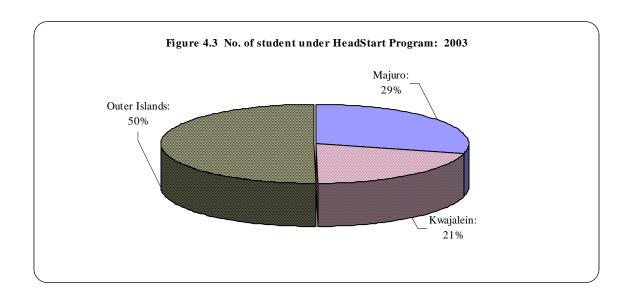


Table 4.4 Coverage of students under Head Start by age and area: 2002-03

Area		Age 3			Age4		Age5				Age 3-5		
	Total		%										
	Pop	Enrolled	coverage										
Majuro	650	7	1.1	621	76	12.2	609	295	48.4	1880	378	20.1	
Ebeye	272	0	0.0	290	28	9.7	236	203	86.0	798	231	28.9	
Outer													
Is.	523	35	6.7	571	191	33.5	530	365	68.9	1624	591	36.4	
Total	1445	42	2.9	1482	295	19.9	1375	863	62.8	4302	1200	27.9	

Note: The enrollment has been almost stagnant at 1,200 every year and we take the same population, the coverage rates will remain at almost same level.

Source. Head Start and Census 1999

Table 4.5 Expenditure Under Head Start Program in RMI: FY1999-FY2000 to FY2002-FY03

FY Year	Salaries/	Refreshment/	Health &	All Rest	Total
T T T Car	Administration	Food	Related		Expenditure
2000	1,523,471	307,200	5,000	759,932	2,595,603
2001	1,609,562	307,200	12,000	1,004,649	2,933,411
2002	1,786,407	403,200	8,922	964,416	3,162,945
2003	1,788,752	357,840	15,000	969,544	3,131,136

Source: Director, Head Start Program

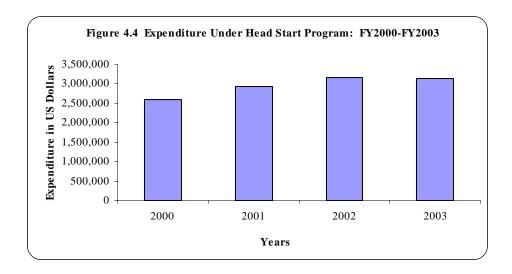


Table 4.6 Number of Primary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

Area		1990-91		1995-96		2000-01	2002-03		
Hea	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
Majuro	16	16.7	19	18.4	19	18.6	19	19.2	
Ebeye	6	6.2	6	5.8	7	6.9	6	6.1	
All others	74	77.1	78	75.8	76	75.5	74	74.7	
Total	96	100.0	103	100.0	102	100.0	99	100.0	

Figure 4.5 Share of Primary Schools by Area: 1990-91

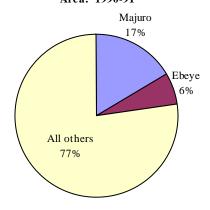


Figure 4.6 Share of Primary Schools by Area: 1995-96

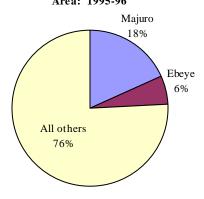


Figure 4.7 Share of Primary Schools by Area: 2000-01

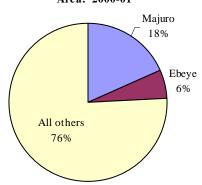


Figure 4.8 Share of Primary Schools by Area: 2002-03

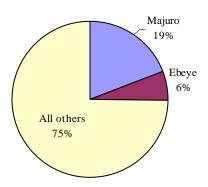


Table 4.7 Public and Private Primary Schools, Teachers and Students in Different Atolls: 2002-03

		Pul	olic					Private		
Atoll	Schools	Teachers		Students		Schools	Teachers		Students	
	Schools	reactions	Boys	Girls	Total	Schools	reactions	Boys	Girls	Total
Ailinglaplap	8	36	239	188	427	3	9	33	38	71
Ailuk	2	10	55	56	111	1	2	21	19	40
Arno	10	34	266	241	507	2	8	69	65	134
Aur	2	12	56	56	112	0	0	0	0	0
Ebon	3	16	109	92	201	0	0	0	0	0
Enewetak	1	9	83	75	158	0	0	0	0	0
Jabat	1	3	15	15	30	0	0	0	0	0
Jaluit	7	24	186	125	311	2	8	59	57	116
Kili	2	11	96	65	161	0	0	0	0	0
Kwajalein	4	58	618	520	1,138	5	52	523	559	1,082
Lae	1	6	60	46	106	0	0	0	0	0
Lib	1	4	21	26	47	0	0	0	0	0
Likiep	3	15	86	69	155	0	0	0	0	0
Majuro	8	148	1,622	1,534	3,156	11	86	622	675	1,297
Maloelap	5	23	109	103	212	0	0	0	0	0
Mejit	1	11	57	61	118	0	0	0	0	0
Mili	5	21	131	119	250	0	0	0	0	0
Namdrik	1	11	93	87	180	0	0	0	0	0
Namu	4	15	113	100	213	0	0	0	0	0
Ronglap	1	4	64	43	107	0	0	0	0	0
Ujae	1	5	64	69	133	0	0	0	0	0
Utrik	1	8	48	59	107	0	0	0	0	0
Wotje	2	12	109	83	192	1	4	33	33	66
Wotho	1	7	17	17	34	0	0	0	0	0
Total	75	503	4,317	3,849	8,166	25	169	1,360	1,446	2,806

Table 4.8 Student-Teacher Ratio in Primary and Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

Area	19	1990-91		1995-96		000-01	2002-03		
71164	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	
Majuro	25.7	13.3	19.8	17.6	18.2	16.4	19.0	14.4	
Ebeye	18.7	18.2	25.3	13.4	16.0	18.5	20.2	16.6	
All Others	20.0	10.9	19.7	13.7	16.9	21.2	12.2	15.3	
Total	21.6	13.7	20.6	15.9	17.2	17.7	15.6	15.1	

Source: Ministry of Education

Table 4.9 Teacher-School and Teacher-Student Ratios in Primary Schools by Type of Management in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

		P	ublic Schoo	ols		Private Schools					
Year				Teacher-	Student-				Teacher-	Student-	
rear	No. of	No. of	No. of	School	Teacher	No. of	No. of	No. of	School	Teacher	
	Schools	Teachers	Students	Ratio	Ratio	Schools	Teachers	Students	Ratio	Ratio	
1990-91	74	360	8260	4.86	22.94	20	150	2614	7.50	17.43	
1995-96	76	457	9719	6.01	21.27	27	189	3581	7.00	18.95	
2000-01	77	456	8384	5.92	18.39	25	205	3001	8.20	14.64	
2002-03	75	537	8166	7.16	15.2	25	169	2806	6.76	16.60	

Table 4.10 Gross Enrollment Ratios for Primary and Secondary Schools: 2000-03

Year	Primary Schools	Secondary Schools	Pry. And Secondary
2000-01	102.0	50.3	84.7
2001-02	98.8	48.3	81.2
2002-03	101.6	51.9	84.0

Calculations based on the population as per 1999 census.

Source: Ministry of Education/EPPSO

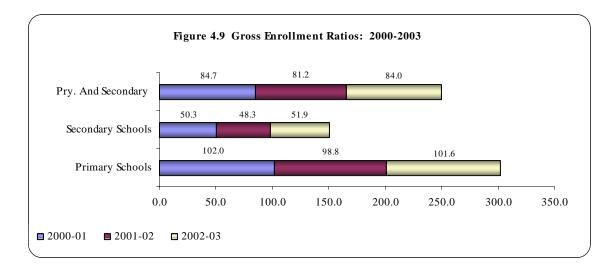


Table 4.11 No. of Students in Primary Schools in RMI by Area: 1990-91, 1995-96, 2000-01 and 2002-03.

Area	199	1990-91		1995-96		00-01	2002-03	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	4,313	40	4,999	38	4,578	40	4,453	41
Ebeye	1,831	17	2,531	19	2,257	20	2,021	19
All others	4,671	43	5,770	43	4,550	40	4,483	41
Total	10,815	100	13,300	100	11,385	100	10,957	100

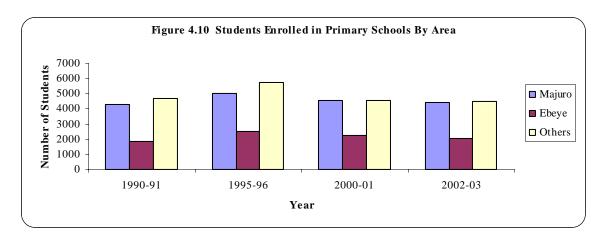


Table 4.12 No. of Teachers in Primary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

Area	1990-91		1995-96		2000-01		2	002-03
71100		Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	168	33.6	253	39.2	251	38.0	234	33.3
Ebeye	98	19.6	100	15.5	141	21.3	100	14.2
All Others	234	46.8	293	45.3	269	40.7	369	52.5
Total	500	100.0	646	100.0	661	100.0	703	100.0

Source: Ministry of Education

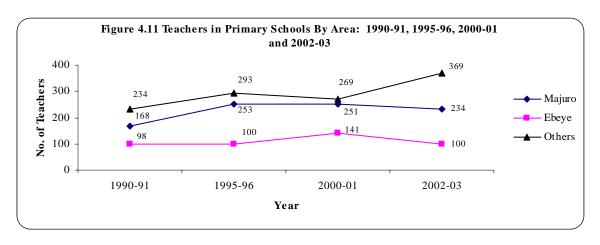


Table 4.13 RMI Pacific Islands Literacy Level (Grade 4) Percent Students 'At Risk': 1994-2002.

Subject	1994	1995	1996	1997	1998	1999	2002
English	74	70	72	65	69	72	57
Marshallese	72	61	63	68	76	66	49
Numeracy	51	54	52	53	66	75	73

^{*} This Test could not be administered during 2000 and 2001

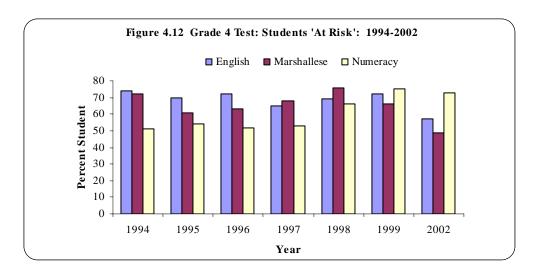


Table 4.14 RMI Pacific Islands Literacy Levels (Grade 4), Percent of Boys and Girls 'At Risk': 1994 and 2002

Subject	19	94	2002		
	Boys	Girls	Boys	Girls	
English	74.7	71.1	61.2	53.0	
Marshallese	76.1	67.7	51.8	45.1	
Numeracy	52.8	48.3	73.8	72.6	

Source: Ministry of Education

Girls were better placed than the boys in all the three subjects they were tested at $grade\ 4$

Table 4.15 Public and Private Secondary Schools, Teachers and Students in Different Atolls: 2002-03

		Public			Private					
Atoll	Schools	Teachers Students			s	Schools	Teachers	Students		
	Schools	reactions	Boys	Girls	Total	Schools	Teachers	Boys	Girls	Total
Ailinglaplap	0	0	0	0	0	1	4	41	40	81
Jaluit	1	21	164	174	338	0	0	0	0	0
Kwajalein	0	0	0	0	0	5	43	330	385	715
Majuro	1	52	432	424	856	7	72	451	455	911
Wotje	1	14	124	127	251	0	0	0	0	0
Total	3	87	720	725	1,445	13	115	822	880	1,702

Table 4.16 RMI Pacific Islands Literacy Levels (Grade 4) percent 'At Risk' in Public and Private Schools: 1994 and 2002

Subject	199	94	20	002
Subject	Public Schools	Private Schools	Public Schools	Private Schools
English	83	45	64	34
Marshallese	74	61	50	44
Numeracy	57	30	80	50

Source: Ministry of Education

Table 4.17 Number of Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

Area		1990-91		1995-96		2000-01		2002-03
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	5	62.5	7	53.8	8	50.0	8	50.0
Ebeye	2	25.0	3	23.1	5	31.3	5	31.3
All others	1	12.5	3	23.1	3	18.7	3	18.7
Total	8	100.0	13	100.0	16	100.0	16	100.0

Source: Ministry of Education

Table 4.18 Teacher-School Ratios in Primary and Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

Area	19	990-91	19	995-96	20	000-01	2002-03		
	Primary	Secondary	Primary Secondary		Primary	Secondary	Primary	Secondary	
Majuro	10.5	22.2	12.3	13.0	13.2	10.9	12.3	15.0	
Ebeye	16.3	9.5	16.7	12.7	20.1	6.6	16.7	8.6	
All Others	3.2	17.0	3.8	7.7	3.5	10.0	5.0	13.0	
Total	5.2	18.4	6.3	11.7	6.5	9.5	7.1	12.6	

Ratio=No. of Teachers divided by No. of Schools

Source: Ministry of Education

Table 4.19 Teacher-School and Teacher-Student Ratios in Secondary Schools by Type of Management in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

			Public Scho	ols		Private Schools							
Year				Teacher-	Student-				Teacher-	Student-			
	No. of	No. of	No. of	School	Teacher	No. of	No. of	No. of	School	Teacher			
-	schools	teachers	students	Ratio	Ratio	schools	teachers	students	Ratio	Ratio			
1990-91	2	63	867	31.5	13.8	6	84	1,143	14.0	13.6			
1995-96	2	65	978	32.5	15.1	8	90	1,442	11.3	16.0			
2000-01	3	66	1,380	22.0	20.9	13	95	1,473	7.3	15.5			
2002-03	3	87	1,445	29.0	16.6	13	115	1,702	8.9	14.8			

Table 4.20 Students Appeared and Qualified for Admission into Secondary Schools and Number of Students who actually took admission by area in RMI: 1990-91, 1995-96, and 2000-03

Year		No. Appe	ared for Test		No. Qualified for Admission					
	Majuro	Ebeye	All others	Total	Majuro	Ebeye	All Others	Total		
1990-91	468	141	494	1103	205	54	131	390		
1995-96	528	173	611	1312	181	74	171	427		
2000-01	556	224	598	1378	240	54	195	489		
2001-02	584	175	626	1385	207	32	201	440		
2002-03	554	164	609	1327	264	46	235	545		

Source: High School Test Administered by the Ministry of Education

Table 4.21 Students Appeared and Qualified for Admission into Secondary Schools by Gender in RMI: 2000-03

Year	Numbe	r Appeared	Total	No. Q	Total	
	Male	Female	Total	Male	Female	Total
2000-01	659	719	1378	250	239	489
2001-02	674	711	1385	199	241	440
2002-03	658 669		1327	264	281	545

Source: High School Entrance Test Administered by the Ministry of Education

Table 4.22 Performance in RMI High School Entrance Test by Schools: 2003

Name of School	Avg WS	Rank	No. Tested	No. Qualified	Pass %
Likiep Elementary	66.5	1	18	18	100.0
Woja(A) Elementary	65.3	1	19	19	100.0
Coop	61.6	1	19	19	100.0
St. Thomas	58.4	1	8	8	100.0
Mejatto Elementary	57.7	1	17	17	100.0
Enejelaar Elementary	57.0	1	1	1	100.0
St. Paul	56.0	1	7	7	100.0
Woja SDA	45.1	1	3	3	100.0
Jabnoden	41.6	1	1	1	100.0
Assumption	60.4	2	31	29	93.5
Woja (Majuro) Elementary	55.0	3	13	12	92.3
Delap SDA	57.3	4	24	21	87.5
Ebeye SDA	56.3	4	16	14	87.5
Ailuk Elementary	39.9	5	15	13	86.7
Laura Elementary	47.8	6	40	34	85.0
Imiej Elementary	42.3	7	10	8	80.0
Jebal Elementary	40.7	7	5	4	80.0
Majkon Elementary	41.1	8	9	7	77.8
St. Joseph	51.6	9	8	6	75.0
Buoj Elementary	38.7	9	4	3	75.0
Utrik Elementary	37.1	9	4	3	75.0
Tobal Elementary	36.2	9	4	3	75.0
Enewetak Elementary	49.9	10	14	9	64.3
Queen of Peace	44.3	11	20	12	60.0
Ebon Elementary	38.0	12	17	10	58.8
Jabor Elementary	38.6	13	21	11	52.4
Mejit Elementary	35.5	14	35	19	51.4
Delap Calvary	41.7	15	2	1	50.0
Japo Elementary	41.3	15	4	2	50.0
Tarawa Elementary	33.4	15	6	3	50.0
Jabro Pvt. School	39.5	16	11	5	45.5
Namdrik Elementary	37.0	17	38	17	44.7
Ajeltake Elementary	37.3	18	24	10	41.7
Loen Elementary	35.9	19	5	2	40.0
Majuro Middle School	38.9	20	301	115	38.2
Wotje Elementary	34.5	21	23	8	34.8
Rita Christian	42.7	22	9	3	33.3

Table Performance in RMI High School Entrance Test by Schools (continuation): 2003

Name of School	Avg WS	Rank	No. Tested	No. Qualified	Pass %
Mejel Elementary	32.2	22	3	1	33.3
Airok (M) Elementary	29.9	22	12	4	33.3
Tokewa Elementary	37.7	23	7	2	28.6
Laura SDA	35.8	23	7	4	28.6
Kili Elementary	32.5	23	14	4	28.6
Kilange Elementary	37.6	24	4	1	25.0
Toka Elementary	33.1	24	16	4	25.0
Tutu Elementary	32.3	24	4	1	25.0
Wodmeej Elementary	30.7	24	8	2	25.0
Ine Elementary	37.9	25	13	3	23.1
Nallo Elementary	30.3	26	5	1	20.0
Enhancement School	33.3	27	72	16	22.2
Kaven Elementary	27.8	28	17	3	17.6
Ebeye Public	29.4	29	80	12	15.0
Mae Elementary	30.2	30	8	1	12.5
Aerok (A) Elementary	31.7	31	17	2	11.8
Ulien Elementary	32.7	32	10	1	10.0
Jaluit Elementary	29.3	32	10	1	10.0
Ebeye Calvary	23.0	33	37	3	8.1
Jeh Elementary	30.3	34	17	1	5.9
Lae Elementary	23.6	35	26	1	3.8
Enejet Elementary	37.4	36	2	0	0.0
Enewa Elementary	30.1	36	3	0	0.0
Lukoj Elementary	29.8	36	2	0	0.0
Mili Elementary	29.5	36	17	0	0.0
Jeh SDA	29.5	36	2	0	0.0
Namej Elementary	28.2	36	4	0	0.0
Jabat Elementary	27.4	36	3	0	0.0
Namu Elementary	27.4	36	12	0	0.0
Ollet Elementary	27.1	36	2	0	0.0
Imroj Elementary	26.9	36	8	0	0.0
Bikarej Elementary	26.9	36	5	0	0.0
Aur Elementary	26.5	36	2	0	0.0
Lib Elementary	25.7	36	5	0	0.0
Longar Elementary	25.1	36	2	0	0.0
Jang Elementary	23.2	36	4	0	0.0
Amo Elementary	23.2	36	11	0	0.0
Wotto Elementary	22.7	36	6	0	0.0
Melang Elementary	22.1	36	1	0	0.0
Ujae Elementary	20.9	36	17	0	0.0
Uliga Protestsant	20.1	36	12	0	0.0
Eniburr Elementary	19.8	36	6	0	0.0
Carlos Elementary	16.6	36	4	0	0.0
Ebadon Elementary	15.2	36	4	0	0.0
Total	13.2	30	1327	545	41.1

Table 4.23 Total Enrollment in Primary and Secondary Schools by Grade and Sex in RMI: 1989-90 to 2002-03

Year				Pri	imary Scl	hools					Seco	ndary So	chools		Grand
	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	9th	10th	11th	12th	Total	Total
Both Sexes															
1989/90	1,863	1,585	1,541	1,449	1,329	1,265	1,166	1,145	11,343	711	516	417	322	1,966	13,309
1991/91	1,782	1,493	1,525	1,430	1,358	1,183	1,132	1,078	10,981	673	652	459	359	2,143	13,124
1991/92	2,515	1,436	1,623	1,469	1,461	1,356	1,175	1,213	12,248	813	584	443	375	2,215	14,463
1992/93	1,996	1,766	1,452	1,624	1,513	1,400	1,306	1,180	12,237	854	622	511	390	2,377	14,614
1993/94	2,129	1,725	1,665	1,463	1,585	1,376	1,351	1,272	12,566	865	646	548	423	2,482	15,048
1994/95	1,993	1,894	1,683	1,679	1,446	1,521	1,339	1,332	12,887	893	614	464	429	2,400	15,287
1995/96	1,657	1,580	1,661	1,716	1,522	1,520	1,233	1,328	12,217	879	709	507	415	2,510	14,727
1996/97	1,657	1,578	1,658	1,715	1,519	1,516	1,292	1,326	12,261	879	713	507	415	2,514	14,775
1997/98	1,599	1,349	1,474	1,625	1,657	1,534	1,444	1,380	12,062	901	645	580	436	2,562	14,624
1998/99	1,435	1,389	1,536	1,499	1,614	1,576	1,436	1,582	12,067	963	702	504	498	2,667	14,734
1999/00	1,394	1,339	1,396	1,420	1,477	1,530	1,474	1,353	11,383	908	699	572	407	2,586	13,969
2000-01	1,433	1,241	1,273	1,389	1,420	1,478	1,439	1,430	11,103	968	787	625	473	2,853	13,956
2001-02	1,591	1,390	1,361	1,371	1,517	1,527	1,488	1,556	11,801	1,015	832	626	511	2,984	14,785
2002-03	1,504	1,287	1,286	1,242	1,039	1,244	1,322	1,317	10,241	1,032	850	704	556	3,242	13,388
Males															
1989/90	972	839	778	726	688	700	556	553	5,812	346	269	212	154	981	6,793
1990/91	893	765	800	709	690	605	610	513	5,585	326	315	228	175	1,044	6,629
1991/92	1,324	744	874	789	748	693	590	632	6,394	399	268	222	191	1,080	7,474
1992/93	1,026	937	730	842	741	698	654	592	6,220	445	305	248	199	1,197	7,417
1993/94	1,106	875	860	751	794	700	708	620	6,414	443	314	259	208	1,224	7,638
1994/95	1,034	970	850	864	761	757	696	686	6,618	437	304	221	217	1,179	7,797
1995/96	851	846	836	869	769	778	610	633	6,192	452	338	242	227	1,259	7,451
1996/97	851	845	836	868	766	776	610	633	6,185	452	338	242	227	1,259	7,444
1997/98	851	606	782	822	861	799	759	689	6,169	462	309	280	200	1,251	7,420
1998/99	697	741	773	808	831	796	710	794	6,150	483	350	269	240	1,342	7,492
1999/00	732	697	757	730	778	779	742	663	5,878	434	339	294	214	1,281	7,159
2000-01	712	629	655	782	693	787	736	700	5,694	453	399	301	238	1,391	7,085
2001-02	835	727	720	721	873	762	792	774	6,204	506	413	303	265	1,487	7,691
2002-03	801	648	626	667	675	670	662	656	5,405	517	431	328	266	1,542	6,947
Females															
1989/90	891	746	763	723	641	565	610	592	5,531	365	247	205	168	985	6,516
1990/91	889	728	725	721	668	578	522	565	5,396	347	337	231	184	1,099	6,495
1991/92	1,191	692	749	680	713	663	585	581	5,854	414	316	221	184	1,135	6,989
1992/93	970	829	722	782	772	702	652	588	6,017	409	317	263	191	1,180	7,197
1993/94	1,023	850	805	712	791	676	643	652	6,152	422	332	289	215	1,258	7,410
1994/95	959	924	833	815	685	764	643	646	6,269	456	310	243	212	1,221	7,490
1995/96	806	734	825	847	753	742	623	695	6,025	427	371	265	188	1,251	7,276
1996/97	806	733	822	847	753	740	682	693	6,076	427	375	265	188	1,255	7,331
1997/98	748	743	692	803	796	735	685	691	5,893	439	336	300	236	1,311	7,204
1998/99	738	648	763	691	783	780	726	788	5,917	480	352	235	258	1,325	7,242
1999/00	662	642	639	690	699	751	732	690	5,505	474	360	278	193	1,305	6,810
2000-01	721	612	655	782	698	787	736	700	5,691	515	388	324	235	1,462	7,153
2001-02	756	663	641	650	644	765	696	782	5,597	509	419	322	246	1,496	7,093
2002-03	703	639	660	575	591	574	660	661	5,063	515	419	376	290	1,600	6,663

 $Source: {\it Ministry~of~Education/EPPSO}$

Table 4.24 No. of Students in Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03.

Area	1990-91		19	1995-96		2000-01		002-03
Aica	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	1479	73.6	1598	66.0	1609	56.4	1795	56.4
Ebeye	346	17.2	508	21.0	609	21.3	715	23.4
All others	185	9.2	314	13.0	635	22.3	617	20.2
Total	2,010	100.0	2,420	100.0	2,853	100.0	3,147	100.0

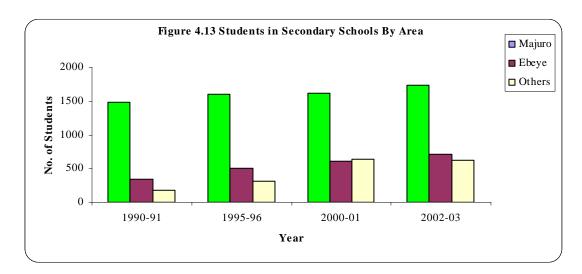


Table 4.25 Number of Teachers in Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

Area	1990-91			1995-96		2000-01		2002-03
Alea	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	111	75.5	91	59.9	98	60.9	120	59.4
Ebeye	19	12.9	38	25.0	33	20.5	43	21.3
All Others	17	4.8	23	15.1	30	18.6	39	19.3
Total	147	100.0	152	100.0	161	100.0	202	100.0

Source: Ministry of Education

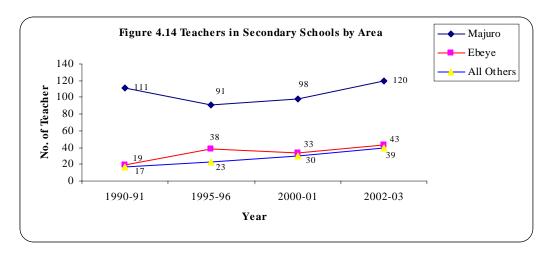


Table 4.26 Admission Capacity in Public High Schools in RMI: 2000-01 to 2003-04

School	2000-01	2001-02	20002-03	2003-04
M.I High School, Majuro	302	318	266	295
Jaluit High School	75	75	79	89
Northern Island High School, Wotje	93	93	95	102
Laura high School*, Majuro				60
Total	470	486	440	546

^{*} Started from 2003-04

No tuition fee. Books are free. Only registration fee of \$20 annually.

Admissions are limited by the seating capacity and availability of teachers.

Source: Ministry of Education

No tuition fee. Books are free. Only an annual registration fee of \$20. Admissions are limited by the seating capacity and availability of teachers.

Table 4.27 Drop-out Rates Grade 1 to Grade 8 in Elementary Education In RMI: 1990 and 1995-96

School Year	Started		Reached	Drop-Out
School Teal	in Grade 1	School Year	Grade 8	Rate (%)
Both Sexes				
1990	1,863	1,997	1,326	28.8
1995	1,993	2,002	1,556	21.9
1996	1,657	2,003	1,317	20.5
Males				
1990	972	1,997	633	34.9
1995	1,034	2,002	774	25.1
1996	851	2,003	656	22.9
Females				
1990	891	1,997	693	22.2
1995	959	2,002	782	18.5
1996	806	2,003	661	18.0

Source: Ministry of Education/EPPSO

The dropout rate of students at primary school level is higher amongst boys than girls. There is as low declining trend in dropout rates over years.

Table 4.28 Drop-Out Rates Grade 9 to Grade 12 in High Schools in RMI: 1990, 1998-99, and 2000

School Year	Started		Reached	Drop-Out
	in Grade 9	School Year	Grade 12	Rate (%)
Both Sexes				
1990	711	1993	390	45.1
1998	901	2001	473	47.5
1999	963	2002	511	46.9
2000	930	2003	536	38.8
<u>Males</u>				
1990	346	1993	199	42.5
1998	462	2001	238	48.5
1999	483	2002	265	45.1
2000	434	2003	266	38.7
<u>Females</u>				
1990	365	1993	191	47.7
1998	439	2001	235	46.5
1999	480	2002	246	48.8
2000	474	2003	270	43.0

Dropout rate in grade 9 to grade 12 has also registered a decline, but it is still a serous problem. Only 61.3% of boys and 57% of girls who started 9th grade in 2000 could reach the 12th grade in 2003.

Table 4.29 Drop-out Rates in Schools Grade 1 to Grade 12 in RMI: 1990-92

School year	Started in	School Year	Reached	Drop-Out
	Grade 1	School Year	Grade 12	Rate (%)
Both Sexes				
1990	1,863	2,001	473	75
1991	1,782	2,002	511	71
1992	2515*	2,003	556	78
Males				
1990	972	2,001	238	76
1991	893	2,002	265	70
1992	1,324	2,003	266	80
Females				
1990	891	2,001	235	74
1991	889	2,002	246	72
1992	1,191	2,003	290	76

^{*} Appears to be wrong figure

Source: Ministry of Education/EPPSO

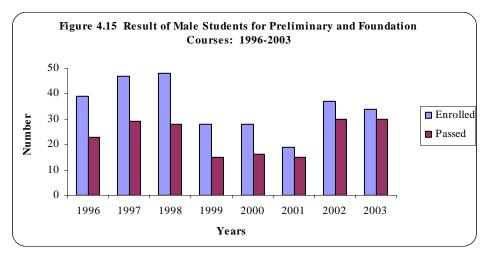
Though, the dropout rate from grade 1 to grade 12 is showing signs of decline, this rate is still very high, Only 20% of the girls started in grade 1 in 1992 could reach grade 12 in 2003.

Table 4.30 Number of Students Enrolled and Number Passed under the Preliminary and Foundation Courses in the RMI-USP Joint Education Programme, by Gender: 1996-2003

Year	S	tudents Enrolle	ed		Student Passed	i	Pass Percentage			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1996	39	32	71	23	13	36	59	41	51	
1997	47	31	78	29	19	48	62	61	62	
1998	48	44	92	28	13	41	58	30	45	
1999	28	26	54	15	14	29	54	54	54	
2000	28	37	65	16	20	36	57	54	55	
2001	19	30	49	15	22	37	79	73	76	
2002	37	33	70	30	28	58	81	85	83	
2003	34	38	72	30	28	58	88	74	81	

Note: Academic Year is from January to November

Source: Centre For RMI-USP Joint Education Programme, Majuro



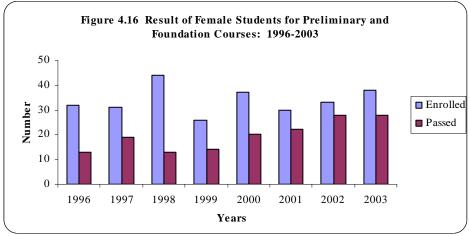


Table 4.31 Community After-School Recreation and Education (C.A.R.E.) Program in 8 Public Elementary Schools in Majuro: 2002-03

			Elementar	y Schools	Under the	Program	me:8		
Item	Laura	Woja	Ajeltake	Rairok	Delap	Uliga	MI Middle	Rita	Total
	Elem.	Elem.	Elem.	Elem.	Elem.	Elem.	School	Elem.	
No. of Teachers:									
College Students	1	1	1	1	1	1	3	2	11
H. School Students	2	2	1	5	1	1	0	2	14
Parents	4	8	3	4	6	8	7	7	47
Other Community	3	4	1	4	4	12	3	7	38
World Teach	1	1	0	0	1	1	2	1	7
Youth Workers	0	0	0	4	0	0	2	1	7
Total	13	18	13	23	17	41	38	30	193
Persons Served:									
Adults 19+	24	32	16	36	27	4	27	72	238
Students in Host School	298	137	198	485	482	392	595	535	3,122
Students Served	294	126	125	300	325	418	433	446	2,467
Students Considered for:									
Spl. Education	14	9	3	21	10	4	2	14	77
Limited English Proficiency	213	122	119	251	301	235	178	279	1,698
Free Snacks	294	126	125	300	325	418	433	446	2,467

Source: Annual Report of C.A.R.E. Program 2002-03

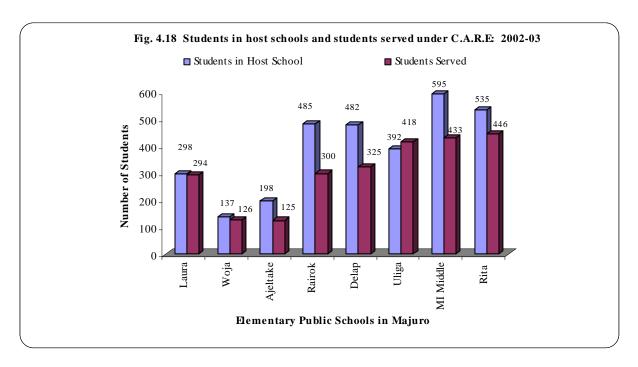


Table 4.32 Community After-School Recreation and Education (C.A.R.E) Program in 8 Public

Elementary Schools in Majuro: 2003-04

			Elementa	ry Schools	Under th	e Prograr	nme		
Item	Laura	Woja	Ajeltake	Rairok	Delap	Uliga	MI Middle	Rita	Total
	Elem.	Elem.	Elem.	Elem.	Elem.	Elem.	School	Elem.	
No. of Teachers:									
School-Day Teachers	1	6	7	2	3	19	2	6	46
College Students	2	5	4	5	3	4	4	6	33
C.A.R.E Staff	3	3	3	3	3	3	4	4	26
Total	6	14	14	10	9	26	10	16	105
Persons Served:									
Adults 19+	26	13	33	18	0	30	32	34	186
Students in Host Schools	298	137	198	485	482	392	595	535	3,122
Students Served	257	179	206	343	441	493	302	622	2,843
Students Considered for:									
Spl. Education	5	12	13	28	10	9	12	3	92
Limited English Proficiency	257	179	161	258	302	327	302	478	2,264
Free Snacks	257	179	206	343	441	493	302	622	2,356

Source: C.A.R.E. Program

Table 4.33 Number Enrolled and Number Graduated in Various Associate Degree Courses by Gender from the College of the Marshall Islands: 2002-03

Name of	Period of	Nu	Number Enrolled		Nur	nber Gradu	ated	Pa	ss Percenta	age
Course	Study	Male	Female	Total	Male	Female	Total	Male	Female	Total
Accounting	95/96-2001/02	111	81	192	7	8	15	6.3	9.9	7.8
Business Admin.	2001/02-02/03	238	254	492	18	15	33	7.6	5.9	6.7
Computer Sc.	95/96-2001/02	263	222	485	30	10	40	11.4	4.5	8.2
Engineering (Arch.)	96/97-2002/03	128	0	128	19	0	19	14.8	0	14.8
Education	95/96-2002/03	445	371	816	89	42	131	20	11.3	16.1
Liberal Arts	95/96-2002/03	572	471	1043	49	46	95	8.6	14.6	9.1
Management	95/96-2001/02	70	40	110	11	3	14	15.7	7.5	12.7
Nursing	95/96-2002/03	321	454	775	25	46	71	7.8	10.1	9.2
Office Admin.	96/97-2001-02	0	33	33	0	8	8	0	24.2	24.2
All Nine Courses	Up to 2002-03	2148	1926	4074	248	178	426	11.5	9.2	10.5

Figure 4.19 Pass Percentage of Courses in CMI: 2002-03

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Library Manuagement Author Confidence of Courses in CMI: 2002-03

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Table 4.34 Number Enrolled and Number Graduated in Architecture by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

Year		Number Enrolled			Number Graduated			Pass Percentage		
T Cai	Male	Female *	Total	Male	Female *	Total	Male	Female *	Total	
1995-96	0	0	0	0	0	0	0	0	0	
1996-97	17	0	17	2	0	2	11.8	0	11.8	
1997-98	25	0	25	2	0	2	8.0	0	8.0	
1998-99	28	0	28	1	0	1	3.6	0	3.6	
1999-00	27	0	27	4	0	4	14.8	0	14.8	
2000-01	23	0	23	2	0	2	8.7	0	8.7	
2001-02	4	0	4	4	0	4	100.0	0	100.0	
2002-03	4	0	4	4	0	4	100.0	0	100.0	
Total	128	0	128	19	0	19	14.8	0	14.8	

^{*} There was no female enrollment for this course

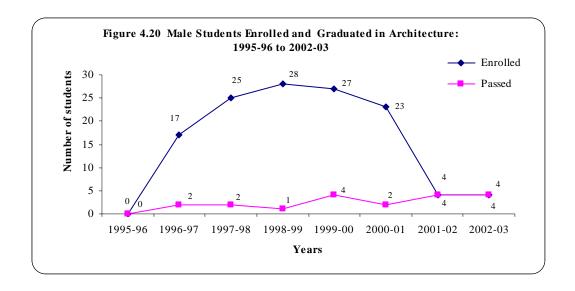
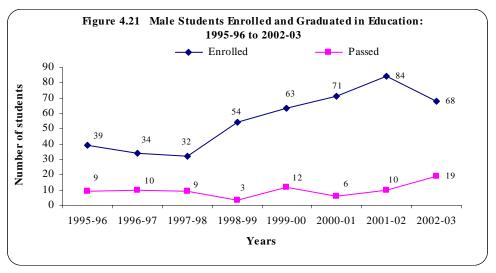


Table 4.35 Number Enrolled and Number Graduated in Education by Year and Gender from the College of Marshall Islands: 1995-96 to 2002-03.

Year	Number Enrolled	Number Graduated	Pass Percentage

	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	39	31	70	9	1	10	23.1	3.2	14.3
1996-97	34	29	63	10	5	15	29.4	17.2	23.8
1997-98	32	27	59	9	3	12	28.1	11.1	20.3
1998-99	54	37	91	3	1	4	5.6	2.7	4.4
1999-00	63	46	109	12	7	19	19.0	15.2	17.4
2000-01	71	65	136	6	4	10	8.5	6.2	7.4
2001-02	84	72	156	10	3	13	11.9	4.2	8.3
2002-03	68	64	132	19	11	30	27.9	17.2	22.7
Total	445	371	816	78	35	113	17.5	9.4	13.8



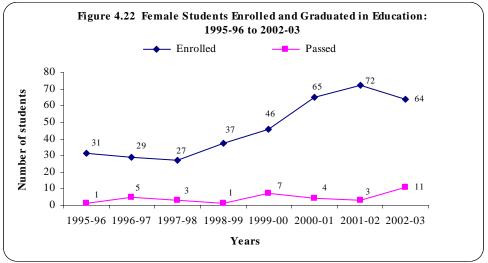


Table 4.36 Number Enrolled and Number Graduated in Office Administration by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03

Year	Number Enrolled	Number Graduated	Pass Percentage
			•

	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	0	0	0	0	0	0	0	0.0	0.0
1996-97	0	9	9	0	1	1	0	11.1	11.1
1997-98	0	13	13	0	3	3	0	23.1	23.1
1998-99	0	10	10	0	3	3	0	30.0	30.0
1999-00	0	0	0	0	0	0	0	0.0	0.0
2000-01	0	0	0	0	0	0	0	0.0	0.0
2001-02	0	1	1	0	1	1	0	100.0	100.0
2002-03	0	0	0	0	0	0	0	0	0
Total	0	33	33	0	8	8	0	24.2	24.2

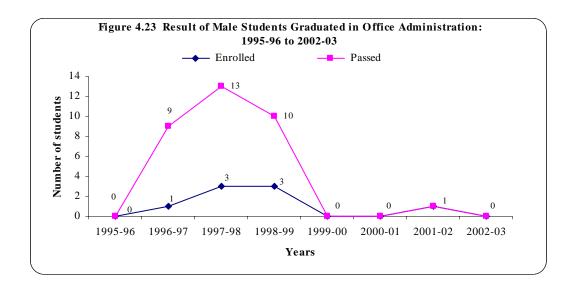
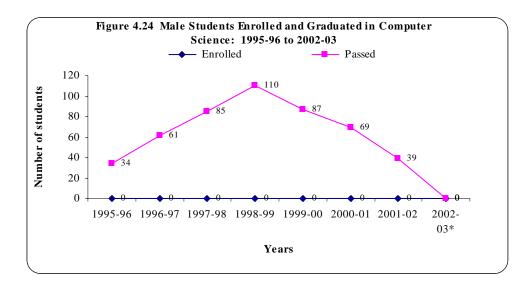


Table 4.37 No. Enrolled and No. Graduated in Computer Science by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

Year	N	umber Enrolle	ed	N	umber Gradu	ated	P	ass Percenta	ge
- Cai	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	20	14	34	0	0	0	0.0	0.0	0.0
1996-97	34	27	61	1	2	3	2.9	7.4	4.9
1997-98	45	40	85	1	1	2	2.2	7.4	4.9
1998-99	58	52	110	10	1	11	17.2	1.9	10.0
1999-00	40	47	87	4	3	7	10.0	6.4	8.0
2000-01	37	32	69	1	1	2	2.7	3.1	2.9
2001-02	29	10	39	13	2	15	44.8	20.0	38.5
2002-03*	0	0	0	0	0	0	0.0	0.0	0.0
Total	263	222	485	30	10	40	11.4	4.5	8.2

^{*} This course has been discontinued and now form a part of Business Administration and Management.



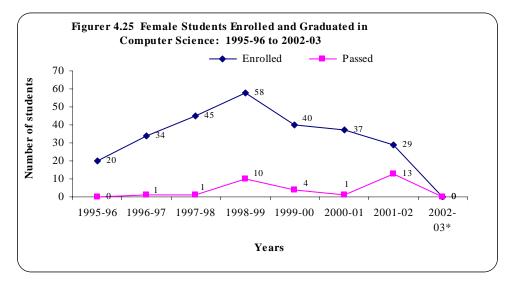
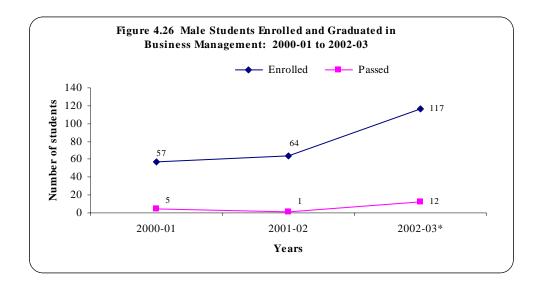


Table 4.38 Number Enrolled and Number Graduated in Business Management by Year and Gender from the College of the Marshall Islands: 2000-01 to 2002-03.

Year	N	Number Enrolled			Number Graduated			Pass Percentage		
1 car	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2000-01	57	49	106	5	3	8	8.8	6.1	7.5	
2001-02	64	106	170	1	5	6	1.6	4.7	3.5	
2002-03*	117	99	216	12	7	19	10.3	7.1	8.8	
Total	238	254	492	18	15	33	7.6	5.9	6.7	

Note: The Course started in 2000-01 and from the year 2002-03, it has been named as "Business Administration and Management." The courses for Accounting and Computing are also part of this course now.



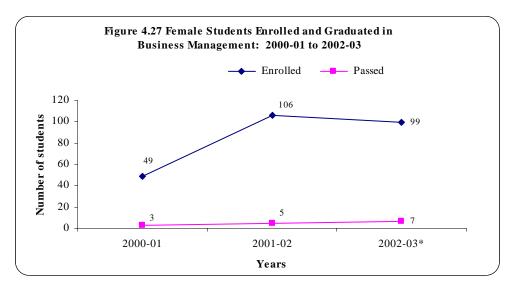
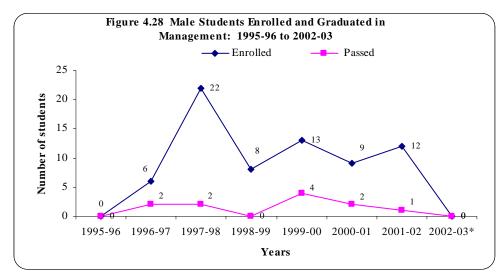


Table 4.39 Number Enrolled and Number Graduated in Management by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

Year	N	Number Enrolled		Nι	Number Graduated			Pass Percentage		
Tear	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1995-96	0	0	0	0	0	0	0.0	0.0	0.0	
1996-97	6	5	11	2	1	3	33.3	20.0	27.3	
1997-98	22	11	33	2	0	2	9.1	0.0	6.1	
1998-99	8	5	13	0	0	0	0.0	0.0	0.0	
1999-00	13	11	24	4	1	5	30.8	9.1	20.8	
2000-01	9	5	14	2	1	3	22.2	20.0	21.4	
2001-02	12	3	15	1	0	1	8.3	0.0	6.7	
2002-03*	0	0	0	0	0	0	0.0	0.0	0.0	
Total	70	40	110	11	3	14	15.7	7.5	12.7	

^{*} This course as such discontinued and now a part of Business Administration and Management.



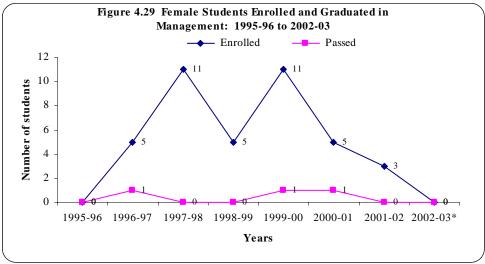
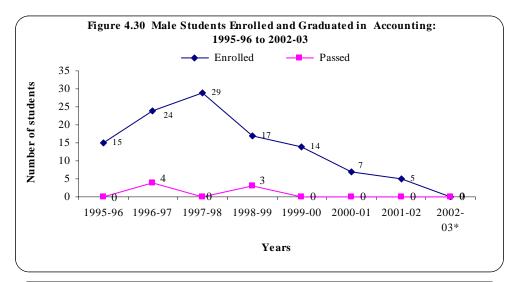


Table 4.40 Number Enrolled and Number Graduated in Accounting by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

Year	N	Number Enrolled		Nı	Number Graduated			Pass Percentage		
T Cai	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1995-96	15	11	26	0	0	0	0.0	0.0	0.0	
1996-97	24	14	38	4	1	5	16.7	7.1	13.2	
1997-98	29	17	46	0	1	1	0.0	5.9	2.2	
1998-99	17	11	28	3	1	4	17.6	9.1	14.3	
1999-00	14	15	29	0	2	2	0.0	14.3	6.9	
2000-01	7	9	16	0	2	2	0.0	22.2	12.5	
2001-02	5	4	9	0	1	1	0.0	25.0	11.1	
2002-03*	0	0	0	0	0	0	0.0	0.0	0.0	
Total	111	81	192	7	8	15	6.3	9.9	7.8	

^{*} This course as such discontinued and now form a part of Business Administration and Management.



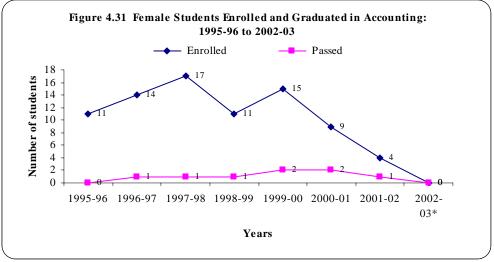
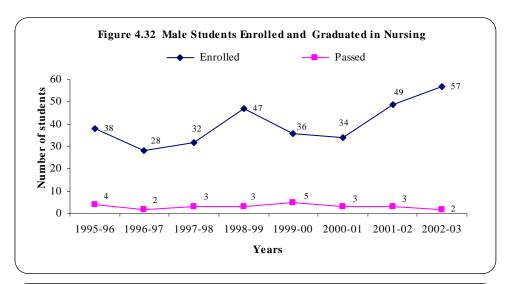


Table 4.41 Number Enrolled and Number Graduated in Nursing by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

Year	Number Enrolled		N	Number Graduated			Pass Percentage		
1 Cai	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	38	55	93	4	7	11	10.5	12.7	11.8
1996-97	28	47	75	2	8	10	7.1	17.0	13.3
1997-98	32	52	84	3	6	9	9.4	11.5	10.7
1998-99	47	57	104	3	6	9	6.4	10.5	8.7
1999-00	36	42	78	5	7	12	13.9	16.7	15.4
2000-01	34	56	90	3	5	8	8.8	8.9	8.9
2001-02	49	83	132	3	4	7	6.1	4.8	5.3
2002-03	57	62	119	2	3	5	3.5	4.8	4.2
Total	321	454	775	25	46	71	7.8	10.1	9.2



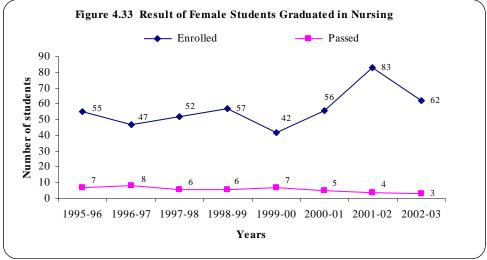
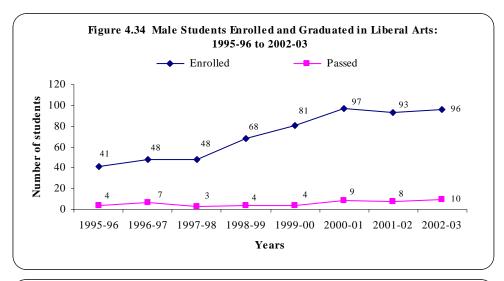


Table 4.42 Number Enrolled and Number Graduated in Liberal Arts by Year and Gender from the

College of the Marshall Islands: 1995-96 to 2002-03.

Year	N	Number Enrolled		Nu	Number Graduated			Pass Percentage		
1 eai	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1995-96	41	32	73	4	3	7	9.8	9.4	9.6	
1996-97	48	37	85	7	6	13	14.6	16.2	15.3	
1997-98	48	45	93	3	2	5	6.3	4.4	5.4	
1998-99	68	54	122	4	5	9	5.9	9.3	7.4	
1999-00	81	62	143	4	2	6	4.9	3.2	4.2	
2000-01	97	72	169	9	4	13	9.3	5.6	7.7	
2001-02	93	88	181	8	13	21	8.6	14.8	11.6	
2002-03	96	81	177	10	11	21	10.4	13.6	11.9	
Total	572	471	1,043	49	46	95	8.6	14.6	9.1	



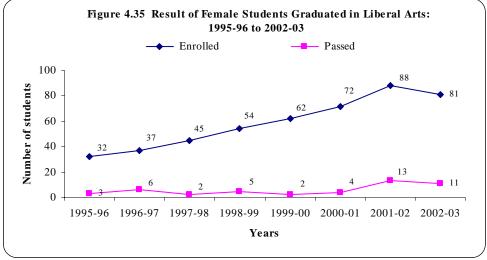


Table 4.43 Scholarship Holders by Gender in RMI: 1995-96 to 2002-03

Year	Male	Female	Total
1995-96	77	58	135
1996-97	95	89	184
1997-98	69	78	147
1998-99	57	57	114
1999-00	65	74	139
2000-01	96	75	171
2001-02	69	51	120
2002-03	60	77	137

Source: National Scholarship Office, Ministry of Education

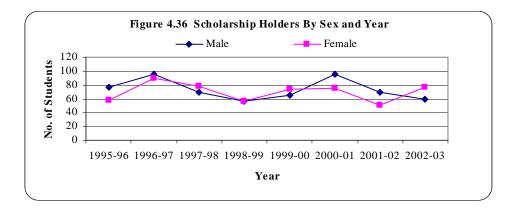


Table 4.43a Scholarship Holders By Year, Gender and Amount Given

in RMI:	in RMI: 1995-96 to 2002-03								
Year	Male	Female	Total						
1995-96	77	58	135						
1996-97	95	89	184						
1997-98	69	78	147						
1998-99	57	57	114						
1999-00	65	74	139						
2000-01	96	75	171						
2001-02	69	51	120						
2002-03	58	60	118						

Source: National Scholarship Office, Ministry of Education

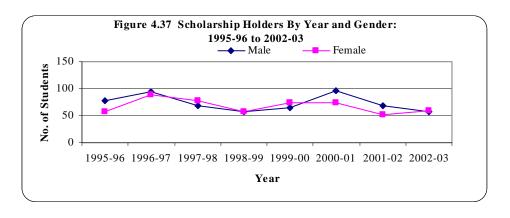


Table 4.44 RMI Scholarship Program: 1988-1999

Item	Data
Total Compact Funds	\$6,818,266
Total RMI General Funds	\$529,452
Grand Total of Funds	\$7,344,718
No. of Scholarship Recipients	1,614
Average Cost Per Recipient	\$4,551
No. who completed program	245
Cost per completer	\$29,978

Source: Marshall Islands Scholarship Office

1,614 persons were awarded to complete various levels of courses at different educational institutions/universities within and outside RMI from 1988-99, involving an amount of \$7,344,718. Out of which, only 245 completed the courses, thus, cost per Completer was \$29,978.

Table 4.45 Post Secondary Scholarships Awarded in RMI, 2000-01

	Data	
Item	2000-01	2002-03
Total Compact Funds	\$727,000	\$797,400
Total RMI Funds	\$200,000	\$170,000
Grand Total	\$927,000	\$967,400
No. of Scholarship recipients	175	118
No. enroll in CMI	45	19
No. studying abroad	130	99
No. graduated in 2000-01	18	18
Average cost per recipient	\$5,297	\$8,198

Source: Marshall Islands Scholarship Office

Table 4.46 Percentage Adults(25+) with Bachelor level Education in selected Pacific Countries: 2000

	% with Bachelor Level	
Country	Education	
Guam	20.0	
CNMI	15.5	
A. Samoa	7.4	
Palau	10.0	
FSM	3.6	
RMI	2.7	

Source: IPC Statistical Enhancement Program, US Census Bureau

% of 25+ having Bachelor's level Education in the Marshall Islands was 2.7 in the 2000, the lowest in the pacific region of countries.

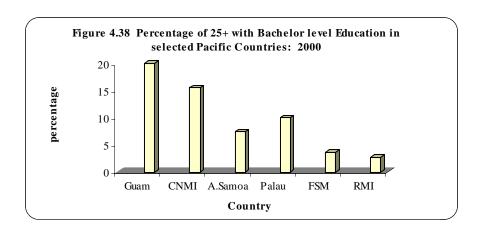


Table 4.47 Percentage of Adults(25+) who completed high school

education in South Pacific countries: 2000

	Percent with high school	
Country		
	education	
Guam	76.3	
CNMI	69.2	
A. Samoa	66.1	
Palau	74.1	
FSM	37.4	
RMI	39.6	

Source: IPC Statistical Enhancement Program, US Census Bureau

